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Junior college activities are coordinated directly by 35 states and by universities in 9 states, while 6 states have no visible agency for the purpose. Existing staffs consist mainly of newcomers, and literature on statewide control is limited. Forces that are increasing state control over local activities include: (1) the shift of financing to state and federal sources, (2) centralization resulting from the search for efficiency, (3) recognition of the value of overall planning, and (4) reemphasis on statewide standardization of performance. To preserve local control: (1) identify the best state leaders, (2) define authority and responsibility, (3) clarify the principles used to establish state and local policy jurisdictions, and (4) describe quality education and assure its existence. In September 1968, the Kellogg Foundation funded a 3-year junior college leadership program at the University of Florida and Florida State University, consisting of (1) annual workshops, (2) in-service training for state agency professional staff, (3) action research studies of basic information, best practices, and normative aspects of junior colleges, and (4) pre-service training in the form of graduate research assistantships for high-potential students. (RM)

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A NEW LEADERSHIP PROGRAM FOR STATE LEVEL COMMUNITY JUNIOR COLLEGE PROFESSIONAL STAFF

JC 680 448

By Raymond E. Schultz

and James L. Wattenbarger

Accompanying the widely heralded growth of the two-year colleges in the United States is another development which has gone virtually unrecognized —the establishment and growth of state agencies responsible for the administration, supervision, and coordination of these institutions. A recent analysis reveals that each of thirty-five states now has an identifiable state agency or board which is assigned responsibility for the state's community junior colleges.[1] Nine other states have placed this responsibility under their state universities and six states have not yet established a definable state level control or coordinating agency.

Some idea of the rate of establishment of such agencies can be obtained by comparing the above figures with those compiled by Charles Hall during the period 1964-66.[2] He identified twenty-four state officials charged with responsibility for public junior colleges, more than half of whose positions had been created since 1959. Figures are not available on the size of the professional staffs of these agencies but most of them are adding staff rapidly to meet the increased work load produced by the growth of existing institutions and the establishment of new ones. In addition to growth, apparently there is rapid turnover in these positions. This is evidenced by the fact that among the membership of the National Council of State Directors of Two-Year Colleges, only a half-dozen have held their present positions for five or more years.

The Need

The preceding information reveals that most of the state directors and their staffs are relative newcomers to their positions. They have been recruited from a variety of positions and undoubtedly possess widely varied backgrounds, a condition brought about at least in part by the fact that no programs now exist for the preparation of such personnel. Not only are there no programs, but the professional literature in the area is all but completely lacking. In the twenty-four year period from 1944 to present only six articles (total less than twenty-five pages) deal with this subject in the *Junior College Journal*. Elsewhere in the literature the picture is no better for there are only pieces of information contained in reports and publications which deal primarily with other subjects.

A number of forces and influences now at work are directly affecting relationships between state governments and the traditionally locally oriented and controlled community colleges. Among these forces and influences are:

1. Changing patterns of financial support with a shift from local to state and federal support

2. A trend toward centralization and consolidation in business, industry, government, and educational agencies to provide more efficient operation and a broader base of financial support

3. Recognition of the value of planning and coordination to improve efficiency

4. The reemphasis of state responsibility for education including the maintenance of standards and exertion of leadership.

As the shift to greater state coordination and supervision continues, it is extremely important that the strengths of the largely locally-controlled institutions be preserved. This calls for:

1. Identifying highly qualified state leadership

2. Developing clear assignments of authority and responsibility

3. Developing clearly stated principles which may be used to determine those decisions that should be made at the institution level and those that should be made at the state level

4. Analyzing the factors which promote a quality educational experience for students and assuring that these factors are present in all institutions.

In light of the conditions and developments which have been reviewed, it is evident that immediate and serious attention needs to be focused on state agencies which are responsible for the adminstration, coordination, and/or supervision of community junior colleges. Those who direct these agencies and their staffs need assistance.

It was with the conditions described in mind that the Southeastern Junior College Leadership Program, operated jointly by the Institute of Higher Education at the University of Florida and the Department of Higher Education at Florida State University, formulated a three-year preservice development and in-service improvement leadership program for state level staffs concerned with two-year colleges. Implementation of that program, which began September 1, 1968, was made possible by a grant from the W. K. Kellogg Foundation. The program is expected to prove vital in providing assistance to state directors for community colleges and in elevating members of their professional staffs to the status of fully qualified experts in their field. In large measure the future of the public junior college depends upon the development of such experts.

The Plan

The basic features of the program are as follows:

1. *Annual workshop for professional staff members of state agencies for two-year colleges.* These workshops will be held in conjunction with meetings of the Council of State Directors of Two-Year Colleges. They will focus on the increasing responsibilities and leadership role of state directors and their staffs.

2. *In-service study at Florida State University and the University of Florida by staff members of state agencies for two-year colleges.* Participants for this aspect of the program will be selected on the basis of recommendations from state directors. Their study may be either for credit or noncredit. It will be designed to meet the specific needs of individuals in relation to their assigned responsibilities. The period of study will be for one quarter (three months). Each participant will receive a stipend to help defray the cost of living away from home and of university charges. It is expected that the individual's regular salary will be continued by his employing agency during the period of study. Support is available for sixteen of these study grants each year.

3. *Studies of importance to state agencies with responsibility for the administration and leadership of two-year colleges.* There is a growing need at the state level for current data on which to base decisions relative to many aspects of community junior colleges. These needed data are of several types: normative, "best practice," and basic information. The studies—primarily action research projects—will be conducted both by state-level staff personnel and graduate students. Four graduate research assistants have been appointed for the first year of the project and eight will be appointed for each of the two succeeding years to conduct these studies.

4. *Preservice graduate study to prepare personnel for leadership positions with state agencies for two-year colleges.* The graduate research assistants referred to in Item 3 will be selected from students who exhibit promise as future leaders in state agency roles. In addition, the two universities will recruit and support other graduate students who exhibit interest and outstanding potential for such roles.

Coordination and Evaluation

A committee has been named to advise the program directors in planning the workshops, establishing criteria for selecting participants for graduate study, and identifying and designing studies to be made. The committee will also assist in evaluating the progress and direction of state level staff development.

The advisory committee is made up of representatives of the Council of State Directors and the American Association of Junior Colleges. Richard Kosaki, University of Hawaii, is the chairman.

Further information about the program can be obtained by contacting either James L. Wattenbarger, Institute of Higher Education, University of Florida, Gainesville, Florida 32601, or Raymond E. Schultz, Department of Higher Education, Florida State University, Tallahassee, Florida 32306.

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[1] Wattenbarger, James L. "Changing Patterns of Junior College Control: Local to State Government." *Junior College Journal* 38:9-11; May 1968.

[2] Hall, Charles W. "The Position and Function of the State Office Responsible for Public Community-Junior College Education." (Unpublished dissertation.) New York: Teachers College, Columbia University, 1966. 239 pp.

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